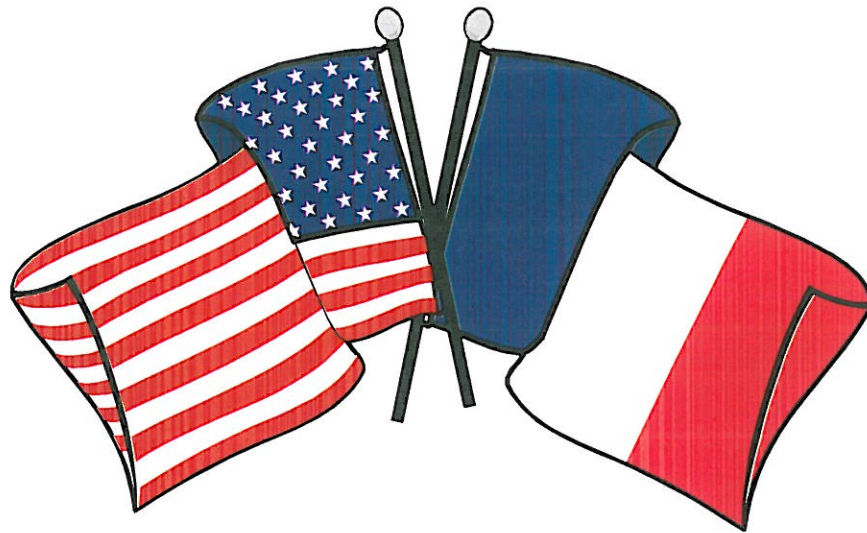


AUDUBON CHARTER SCHOOL

French and Montessori Education Inc.



Student/Parent Handbook

2010-2011 School Year

Table of Contents

HISTORY & GOVERNANCE.....	4
Mission Statement.....	5
Executive Summary.....	5
History.....	5
School Governance.....	Error! Bookmark not defined.
CURRICULUM & PHILOSOPHY.....	6
The French School.....	7
Academic Program.....	7
The Montessori School.....	7
The Four Planes of Development in Montessori Education.....	8
How Does It Work?	8
Field Trips.....	9
Standardized Testing.....	9
Homework.....	9
Make-Up Work.....	9
Parent/Teacher Conferences and Report Cards.....	9
Request for Change of Class Placement	9
Request for Change of Program.....	9
Student Promotion.....	10
Confidentiality.....	10
CODE OF CONDUCT	11
Guiding Principles	12
Roles and Responsibilities of Parents.....	12
Positive Behavior Support.....	12
Non-Negotiable Rules	12
Universal Rules	12
Playground Rules.....	12
Behaviors, Interventions and Consequences.....	13
Discipline for Special Education Students	15
Behaviors Not Related to Disabling Condition/Exceptionality.....	15
Behaviors Related to the Student's Disabling Condition/Exceptionality.....	15
Bullying Policy & Procedures.....	16
Locker Policy.....	16
Cell Phone Policy.....	16
Bullying Policy & Procedures.....	16
Academic Dishonesty Policy.....	17



Dress Code.....	18
GENERAL INFORMATION & POLICIES	20
Attendance.....	21
Punctuality	22
Early Dismissal	22
Arrival and Dismissal Procedures	22
Traffic Safety	22
Communication.....	23
Doctor's Appointments.....	23
School Nurse and Medication	23
Illness	23
Lice Policy	24
Miscellaneous Information.....	24
Parental Involvement	24
Security and Safety.....	25
Crisis Plan	25
Student Life.....	25
Athletic Program	26
TECHNOLOGY USAGE GUIDELINES	27
STUDENT/PARENT/SCHOOL COMPACT.....	32
STUDENT/PARENT RECEIPT and ACCEPTANCE of RESPONSIBILITY.....	33



HISTORY & GOVERNANCE



Mission Statement

Our mission at Audubon is to provide a developmentally appropriate learning environment in which high academic standards, a comprehensive arts education, and the celebration of individuality and diversity enable each child to achieve his or her potential as a learner, a person and a contributing member of society.

Executive Summary

Audubon Charter School is dedicated to the development of creative, constructive and disciplined learners. This objective is achieved through uniquely innovative educational programs. Each program encapsulates those best practices established in educational research, such as conceptualization through hands-on learning and academic study through a foreign language. The additional assets of our school environment - those of an arts based instructional focus, multi-cultural, an effective literacy component, developmental strategies in the teaching of mathematics, a diverse student body, an arts-oriented after school program and a collaborative effort in school leadership combine to provide a rich learning environment for our students. Measurement of test data shows a steady progression of growth over time and is testimony to the effectiveness of our methodology. We have developed a cohesive entity fashioned from our instructional integrity, guidance of the governance board and the Audubon Parent Teacher Organization (PTO). We can thereby assure the continued strong growth of student achievement at Audubon.

History

Established in 1981, Audubon quickly became an outstanding school within our community. Demand lead to two-week campouts in order to gain admission. This resulted in a very strong partnership between parents and the faculty. The school became the vision of four teachers who met while attending Montessori certification classes at Tulane University. Two of the four teachers petitioned the Orleans Parish School Board for support of this concept and Howard Montessori School was created. The program was later moved to Audubon Montessori School. This highly unique inception from the bottom-up guaranteed the success of the school - as the teachers took ownership and responsibility for its ultimate success. In 1986, a French component opened within the school that has been extremely effective for a new cadre of students. The French government took note, and in 1990, Audubon became an official French School in an historical agreement between the French Government and the State of Louisiana. In 2002, the French government designated our school as a center for effective strategies in the teaching of a foreign language. We are proud of Audubon and envision even greater possibilities for our school and, thereby, for our community, as the newly chartered Audubon Charter School.

In May 2006, the Orleans Parish School Board granted Audubon Charter School an additional building, which is located at 719 S. Carrollton Avenue, now known as the "Carrollton Campus." Our new campus currently houses the Montessori 4th-8th grades and French School 3rd-8th grades. Audubon's main campus is still located at 428 Broadway St. in Uptown New Orleans, walking distance from Audubon Park, Audubon Zoo, Tulane and Loyola Universities. This campus currently houses the French school as well as Montessori grades Pre-K - 3rd grades and French School Pre-K - 2nd grades..

School Governance

The French & Montessori Education, Inc. (FAME, Inc.) Board of Directors is the governing body of the school. The Principal is the Chief Executive Officer. The Principal, with the assistance of the administrative team are responsible for the day-to-day business of the school.

FAME, Inc. Board of Directors

Rev. Cornelius Tilton	Chairperson
Carlos Zervigon	Vice-Chairperson
Christine Brennan	Secretary, French Parent Representative
Shawn Barney	Treasurer & Community Member
Benjamin W. Comer	Montessori Parent Representative
Hon.Olivier Brochenin	French General Council
Teddi Locke	Montessori Educator
Wynn Seaman	Montessori Educator
Allen Miller	Community Member
Dr. Linda Blakley	Community Member
Dr. Corey Hebert	Community Member
Gladys Barrett-Merrick	Community Member
Robert Sloan	Community Member

The Administrative Team

Janice A. Dupuy	CEO and Principal
Dawn M. Collins	Assistant Principal
Elfi Cheynet	French School Director
Ellen Selvidge	Montessori Director
Lynette Brice	Financial Manager
Alisa Davillier Dupré	Operations Manager



Curriculum & Philosophy



The French School

The French School was founded in 1986. It is one of 40 official French schools recognized in North America by the French Ministry of National Education. Orleans Parish is one of approximately 3 public schools in the U.S. that offers such a program. Audubon is the only public elementary school in Louisiana accredited by the French government.

In 1991 the Ambassador of France to the United States signed an agreement of mutual financial support for the Audubon French-American School with the Louisiana State Superintendent of Education, Superintendent of the Orleans Parish Schools and the principal of Audubon Montessori School. This international agreement confirmed the commitment of these partners to the continued success of the school. In recognition of Audubon's academic excellence, the French government has recognized Audubon as a unique program that should serve as a model for other French programs around the world. As a model program, Audubon figures prominently in the worldwide system of accredited French schools and hosts teacher trainees from other French-speaking countries throughout the school year.

Accreditation

Accreditation by the Government of France is granted only after a school has consistently met the French Ministry of National Education's requirements for teaching standards and academic performance. Accreditation assures French nationals that they will receive full credit for their courses and can transfer to any French educational institution in the world. It also ensures that American students at Audubon will receive an excellent education while learning French in a French setting.

Academic Program

Our students do not learn French as a second language. Rather, students learn in French. Learning in a language that is not native to the home or culture takes a commitment not only on the part of the student, but also on the part of the parents. This does not mean that parents must be able to speak French, but it strongly suggests that they must be committed to their children learning French. After-school tutoring for homework is available beginning in first grade.

Audubon accepts students in pre-kindergarten through eighth grade. Candidates for grades 1-8 will have to pass a proficiency test. The full-time French faculty is composed of teachers certified by the French government who speak French as their first language.

In pre-Kindergarten through fifth grade, the students follow the French curriculum for five hours a day. They study reading, writing, history, geography, science and mathematics in French. The French teachers employ French pedagogic methods and use French language texts and materials. The upper grades (6-8) follow a modified French curriculum.

A portion of the day is devoted to the English Language Arts program. Taught by the American faculty of Audubon, the students master English reading and writing skills in the course of studying literature. Dance, music, art and physical education are also a part of the curriculum.

The high academic standards of this combined program yield excellent results on American and French national tests. Students who complete their elementary years at the Audubon French-American School attend the city's best secondary schools, public and private, including the middle school at Audubon. Many receive scholarships from schools with very competitive entrance requirements.

The Montessori School

In her research, Dr. Maria Montessori noted specific characteristics associated with the child's interests and abilities at each identified plane of development. She argued that a school carefully designed to meet the needs and interest of the child will work more effectively because it is consistent with basic principles of psychology and pedagogy. Rather than fight the laws of nature, she suggested that we "follow the child." The focus on the whole child led Maria Montessori to develop a school that was different from the traditional adult-centered classroom. To emphasize this difference, she named her first school the "Casa del Bambino" or the "Children's House."

There is something profound in her choice of a name, for the Montessori classroom is not the domain of the adults in charge, but rather a carefully prepared environment designed to facilitate the development of the children's independence and sense of personal empowerment. Montessori schools operate with a model that intelligence is not fixed at birth, nor is the human potential nearly as limited as it sometimes seems.

Success in school is directly tied to the degree to which children believe that they are capable and independent human beings. By allowing children to develop a meaningful degree of independence and self-discipline, Montessori sets a pattern for a lifetime of good work habits and a sense of responsibility. Students are taught to take pride in doing things for themselves carefully and well.

Think, Collaborate and Discover

Our program is designed to help each of our students discover and develop his or her unique talents and possibilities. We treat each child as a unique, individual learner. We know that no two students will learn at the same pace, nor will they necessarily learn best from the same teaching methods. Our goal is to be flexible and creative in addressing each student as a unique individual. The things that make Montessori Education unique are:

1. The "whole child approach."



The primary goal of a Montessori program is to help each child reach full potential in all areas of life. Activities promote the development of social skills, emotional growth and physical coordination as well as cognitive preparation. The holistic curriculum, under the direction of a specially prepared teacher, allows the child to experience the joy of learning, time to enjoy the process and ensure the development of self-esteem. It provides the experiences from which children create their knowledge.

2. **The “prepared environment.”**

In order for self-directed learning to take place, the whole learning environment (room, materials and social climate), must be supportive of the learner. The teacher provides necessary resources, including opportunities for children to function in a safe and positive climate. The teacher gains the children’s trust, which enables them to try new things and build self-confidence.

3. **Sensitive periods.**

During the period from birth until age 6, children show what Dr. Montessori called sensitive periods, periods when they are psychologically ready to learn skills and ideas more easily than at any other time in their lives. The sensitive period for writing is somewhere between age 3 ½ and 4. The period for sensitivity to words and numbers is age 4 to 5. These sensitive periods pass, never to return again.

4. **Three Period Lesson.**

Maria Montessori adopted the Three Period Lesson method to teach nomenclature, initially naming things. After receiving the experience of exploring a certain material or work, the child will require language to express that experience. Language helps the child to clarify, classify, organize and crystallize the experience in his mind. The final part of the lesson is the presentation of the object, “This is....” The attributes of the object are noticed and discussed.

The second part of the lesson is the recognition period, “Show me....” This is time for the game and fun activities with the work presented. The third period of the lesson is the feedback period. “What is this?” This period incorporates the use of memory and verbalization of all he has learned from his experience with the piece of work. The journey from the first period to the third period may take many months for the young child. It allows for the process of much exploration, acquiring language of the characteristics and attributes of objects so that the adventure continues and culminates in the synthesis of the third and final period.

5. **The Montessori Materials**

Dr. Montessori’s observations of the kinds of “toys” that children enjoy and return to play with repeatedly led her to design a number of multi-sensory, sequential and self-correcting materials which facilitate the learning of skills and concepts.

6. **The Teacher**

Originally called a “directress”, the Montessori teacher functions as a designer of the environment, resource person, role model, demonstrator, record-keeper and meticulous observer of each child’s behavior and growth. The teacher acts as a facilitator of learning. Extensive educational training is required for a full credentials, including a year as an intern, student-teaching with an AMS certified master teacher, and specializing in the age group with which the teacher will work.

The Four Planes of Development in Montessori Education

Dr. Montessori’s extensive scientific research of young people led her to define four planes of human development - knowing that each child is a unique individual and will grow at her own pace, these planes provide a general understanding of social emotional and cognitive development. Each plane is divided into the first half where new skills are introduced and the second half where skills are mastered.

1 st Plane	0-6 years	“What is It??
2 nd Plane	6-12 years	“How does it work?”
3 rd Plane	12-18 years	“What does it mean? Who am I?”
4 th Plane	18-24 years	“Where do I fit in?”

How Does It Work?

Each Montessori classroom operates on the principle of freedom within limits. Every program has its set of ground rules, which differ from age to age, but is always based on the core Montessori belief of respect: for oneself, each other and the environment.

Children are free to work at their own pace with materials they have chosen, either alone or with others. The teacher relies on observations of the children to determine which new activities and materials are introduced to an individual child or to a small or large group. The aim is to encourage active, self-directed learning and to strike a balance of individual mastery with small group collaboration within the whole group community.

The multi-year age span in each class provides a family-like grouping where learning can take place naturally. More experienced children share what they have learned while reinforcing their own knowledge. Because of this, peer group learning is intrinsic to Montessori. This collaboration provides more opportunity for conversation and language experience than conventional early education settings.

How is Creativity Encouraged?

Creativity flourishes in an atmosphere of acceptance and trust. Montessorians recognize that each child, from toddler to



teenager, learns and expresses himself in a very individual way. Music, art, storytelling, movement and drama are a part of every Montessori program. There are other strategies and resources particular to the Montessori environment to encourage creative development: many materials that stimulate interest and involvement; an emphasis on the sensory aspect of experience; and the opportunity for both verbal and non-verbal modes of learning.

Field Trips

Students participate in field trips to explore our community, to expand their appreciation of the arts, and to further expand their understanding of a topic and/or subject area. Typically, classes will attend the zoo, theater, concerts and art exhibits as an extension of their classroom studies. For older students trips are planned to historical and cultural sites. Students are required to wear the school's official Field Trip T-Shirt for all field trips.

Standardized Testing

Audubon Charter School is a public school and must therefore adhere to the guidelines set by the Louisiana Department of Education as it relates to standardized testing. LEAP and iLEAP tests are administered to all students in grades 3 through 8. The test scores are used to understand how students are progressing and address any areas of weakness. Parents are encouraged to view scores as only one indication of academic progress. Attendance during standardized testing is mandatory! Students must report to school on time. Students who report to school late will not be allowed into the classroom once testing has begun. They will have to take the test on a scheduled make-up day.

Homework

Parents often wonder what is the most appropriate help to give their child when he or she is doing homework. The most important homework assistance parents can offer is appropriate supplies, a quiet, uncluttered and well-lit place and regular, uninterrupted time for completing assignments. Homework is most beneficial when it helps the student acquire independent learning skills. While parental involvement in homework is sometimes appropriate, parents need to remember that the primary responsibility for an assignment lies with the child. Students need to know that the parents and teachers consider missed homework a problem for both academic and discipline reasons. Should missing homework become a chronic problem, parents may be asked to sign their child's daily homework assignment book alongside the teachers' signatures. Missed homework assignments will result in students receiving lower grades.

Make-Up Work

A student who is absent from school for one or two days has the responsibility of contacting other students in his or her class, or the teachers for assignments. The parents of the student who is absent from school should inform the school of the nature of their child's absence and request make-up work. Any student who was absent during previously assigned tests or reports will be required to make these up within three days after returning from the absences. Parents should make transportation arrangements for their child if test or make-up work is to be completed after school.

Parent/Teacher Conferences and Report Cards

Report cards are issued quarterly. Parent/teacher conferences are scheduled for all children at least twice a year. Your child's teacher will inform you of your child's progress, interests and social growth. If a special conference with a teacher is desired, please complete an appointment request form and return it to your child's teacher. If a conference is requested by the school, we ask the parents' cooperation in scheduling it in a timely manner. Parents are asked not to try to engage a teacher in any substantive communication about a student outside of a scheduled conference. The teacher's focus, within the school environment, should be on the child and what is happening in the classroom or on the playground.

Request for Change of Class Placement

Parents may wish to request a change in class placement. Parents must adhere to the following process:

1. Write a formal letter addressed to the school's Principal indicating why the move is requested. This letter will be shared with the Program Director (Montessori or French) and your child's classroom teacher.
2. Observe for minimum of 1 hour with the Program Director in your child's classroom.
3. Conference with the Program Director and your child's teacher.

Once the above steps have been completed, a decision will be made within 5-15 school days and parents will be notified of the decision. We will not be able to inform parents of the new classroom until the end of the year. Placement for the next school year is not determined until May or June. Please note, we cannot fulfill parent requests to transfer students during the school year.

Request for Change of Program

Parents may wish to move their child from one program to another (e.g. French to Montessori). Movement between programs is not automatic nor recommended. In order for parents to change programs, they must submit an application like all new students to school. Parents will also be required to meet all admission requirements and attend observation.

Parents will be notified by mail if students have been accepted. Please note, if a child is not accepted into the alternate program, the child will continue to have a place in the program in which they are enrolled provided parents complete the Annual Intent to Return form and Re-register by the required deadlines. Although students are enrolled at Audubon Charter School, we cannot guarantee that they will be accepted into the alternate program.



Student Promotion

Occasionally teachers find that a student is not ready for the next grade. This may be due to a lack of social/emotional maturity, academic problems, or a combination of these and other factors. Repeating a grade can give a student the edge he or she needs to achieve success in future grades. The recommendation to retain a child in his present grade for another year is made by the classroom teacher and referral to the Student Assistant (SAT) Team. We make every effort to inform you in the early spring if there is a possibility of your child repeating the grade.

Audubon Charter School adheres to the New Orleans Public School's Pupil Progress Plan as it relates to Student Promotion. Students must attend a minimum of **167** days in order to be eligible for promotion. The complete Pupil Progression Plan can be viewed on the school's website on the Parent information page.

Confidentiality

All student records are strictly confidential. Parents wishing to see their child's cumulative folder must make an appointment to do so. Parents wishing to receive a copy of their child's transcript and/or other school records must do so in writing (forms are available in the school office). Parents should allow at least 3 business days for the copies to be completed.



CODE OF CONDUCT



Code of Conduct

Audubon's faculty and staff work with the students to create an atmosphere that promotes learning and positive social interaction. We believe this goal can best be attained both by acknowledging good behavior and correcting behavior that interferes with the creation of a positive learning environment. The Audubon Charter School standards of behavior apply not only to students, but also to all individuals involved in our school - parents or guardians and volunteers whether they are on school property, or at school authorized events or activities

The guiding principles of the Community Code of Conduct are as follows:

- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged community members are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

Roles and Responsibilities of Parents

Parents shall play an important role in the education of their children and shall support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show an active interest in their child's school work and progress
- Communicate regularly with the school
- Help their child be neat, appropriately dressed and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Become familiar with the Code of Conduct, Non-negotiable rules and school rules
- Encourage and assist their child in following the rules of behavior
- Assist school staff in resolving disciplinary issues
- Ensure that their child has the required daily homework

Positive Behavior Support

PBS is a major advance in school-wide discipline. The emphasis at Audubon Charter is a school-wide system of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment reflective of Montessori philosophy and principles.

While specific rules may vary from classroom, to classroom, we have school wide rules to which all teachers and students adhere. These rules must be observed throughout the school building, outdoors and at all school-sponsored events.

Non-Negotiable Rules

- Complete all assignments on time.
- Show respect for your own and other's bodies, feelings, personal and public property.
- Follow direction from all school personnel, as they are given, to promote safety and learning.
- All students must come to school prepared and equipped to learn with a positive attitude and should have all supplies requested by the teacher.

Universal Rules

- Students are quiet when walking in the line (hallway, cafeteria, fire drills).
- Students should walk when in line (inside and outside).
- Students should always walk inside the building (going up/downstairs).
- Students should keep hands to themselves.

Playground Rules

- Keep hands to your self.
- Stay in designated playground areas.
- Use playground equipment appropriately and safely (up the ladder, down the slide/one person at a time).
- Toys/sports equipment may not be brought from home.
- Line up immediately when signaled by the adult on duty.
-

The daily routine at Audubon is consistent so the children know what is expected of them at all times. The rules set limits of behavior to insure the safety and dignity of everyone and everything in the school. Within the ground rules, children are free to be themselves, having fun, exploring and discovering, either alone or with others.



Clear, effective communication is modeled and taught. Teachers acknowledge positive behavior and do not emphasize the negative. Children are thanked for their cooperation, their display of manners and their show of respect. They are encouraged to express their feelings and ideas and to make requests in kind and considerate ways. Effective communication skills reduce the frustrations caused by not being heard or understood.

A high standard is set so children live up to the expectation of speaking, listening and solving their own problems. When a conflict or problem arises, teachers do not intervene unless it becomes obvious that the children need help in finding a solution. Otherwise, the teacher offers coaching and encouragement to the children. Positive discipline teaches children what they should do, as opposed to punishment which tells children what not to do. Punishment teaches fear; positive discipline teaches self esteem.

The principal will support the teachers in their efforts to maintain a positive learning environment for all students. Students will not be permitted to interfere with the rights of others to learn in a safe environment. For students who demonstrate behavior which is beyond acceptable classroom limits, the discipline may include: time out, written evaluation of the incident, problem solving, loss of privileges, required parent conference, detention, in-school suspension, out-of-school suspension, etc. Also, parents must pay for any personal or school property broken or lost due to improper use.

The following disciplinary actions are available to staff members in regard to inappropriate student behavior:

- verbal/written warning
- student conference
- referral to school social worker and/or behavioral interventionist
- removal from a school / co-curricular activity (field trip, athletics, etc)
- loss of free recess time (assignment given by teacher)
- detention (assignment given by teacher)
- parental contact through a telephone call, email, or note
- teacher-student-parent conference
- team conference (student, parent, social worker, administrator, teacher)

Administrative Interventions

Referral to the school administrator - Students who are sent to the office will become involved with the following consequences as deemed necessary. These consequences are examples of the type of behavior intervention strategies utilized by the office and may be used in combination to help students avoid repeat situations. Possible intervention strategies include:

- counsel student on the problem/issue
- review rules and expectations
- referral to school social worker
- student writes a problem solving report regarding the situation
- parent contact
- student-teacher-administrator conference
- student-teacher-parent-administrator conference
- student removed from class (will be given assignment from classroom teacher)
- student sent home for the remainder of the day

- in-school suspension
- student sent home for one to five days (out-of-school suspension)
- recommendation to the FAME Board of Directors for expulsion

Behaviors, Interventions and Consequences

Code	Class I Behaviors	Suggested Intervention Strategies
1.01	Three (3) incidents of distraction of other students	Student-teacher conference
1.02	Develop organizations not sanctioned by the school	Student-teacher-parent conference
1.03	Minor disruption on a school bus or RTA bus	Administrator, parent-teacher conference
1.04	Cutting Class	Detention
1.05	Three (3) unexcused absences/tardiness	Referral to Social Worker
1.06	Inappropriate public display of affection	Referral to SAT Team
1.07	Failure to bring classroom materials, homework or other required items to class	Disciplinary assignment Conflict resolution
1.08	Violating the Dress Code	Anger Management
1.09	Truancy from School	Assignment to Intervention Program



1.10	Any other offence which the principal judges is similar to the existing Class I Behaviors	Positive Behavior Support Teacher as advisor Teen Court Positive Behavior Management Practices
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Code	Class II Behaviors	Disciplinary Action(s)
2.00	Three violations of Class I Behaviors	In-school suspension or Saturday detention
2.00	Five violations of Class I Behaviors	1 to 3 days out-of-school suspension
2.01	Intentionally providing false information to any employee of the school	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.02	Creating a disturbance in the class and/or on the campus with mitigating circumstances	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.02	Creating a disturbance in the class and/or on the campus without mitigating circumstances	1 to 5 days out-of-school suspension
2.03	Trespassing (entering or remaining on school campus without permission or while on suspension	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.04	Written or verbal proposition to engage in sexual act	1 to 5 days out-of-school suspension
2.04	Inappropriate touching or advances with sexual overtones	1 to 5 days out-of-school suspension
2.05	Leaving the school campus without permission	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.06	Intentional disrespect for authority/willful disobedience/persistent disobedience that interferes with the well being of other students or that prevents the teacher from carrying on class activities	1 to 5 days out-of-school suspension
2.07	Using or possessing tobacco products, matches or lighters	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
Code	Class II Behaviors (continued)	Disciplinary Action(s)
2.08	Use of profane/obscene language (written/verbal)	Conference (student-teacher, parent, administrator); Referral to social worker/SAT Team; Detention; In-school suspension, Saturday detention, 1 to 5 days out-of-school suspension
2.09	Fighting (All students K-8)	1 to 5 days out-of-school suspension unless the student is defending himself/herself
2.10	Gambling	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.11	Extortion, Harassment, Intimidation, or Threats (written or verbal) SEE Anti-Bullying Policy	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.12	Possession of stolen property	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension. Student will not be readmitted until payment/written arrangements for restitution are made
2.13	Possession of/igniting fireworks or firecracker or laser pointer/pen	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.14	Attempted Theft and Theft (stealing) of an amount of money less than \$100.00 or an object valued at less than \$100.00	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension. Student will not be readmitted until payment/written arrangements for restitution are made.
2.15	Inappropriate behavior on field trips	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.16	Assault (verbal threats) to any school employee	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.17	Major disruption on a school or RTA bus	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension with denial of bus privileges/bus tokens possible.
2.18	Battery (without bodily injury) on another student	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.19	Vandalism of school employee's property or other students' property, textbooks or other articles of value	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.20	Any other offense which the Principal, Assistant Principal or Ranking Teacher judges is similar to the existing Class II Behaviors	In-school suspension, Saturday detention or 1 to 5 days out-of-school suspension
2.21	Failure to attend or leaving without permission the in-school suspension or Saturday detention	1 to 5 days out-of-school suspension

ALL Class III Behaviors will result in mandatory expulsion. 3.00 is the only offense in which police, etc. are not called for violators. The Principal or Assistant Principal has the authority to take other corrective disciplinary action.



Code	Class III Behaviors (MANDATORY RECOMMENDATION FOR EXPULSION)
3.00	Fourth suspension after three previous suspensions in the same school year
3.01	Battery with bodily injury to another student at school or any school-related activity
3.02	Battery to a school employee at school or any school related activity
3.03	Possession, use, concealment or transmittal of illegal drugs or alcohol at school or school-related activities
3.04	Arson (willful burning of any part of the school building or property therein)
3.05	Theft (stealing) or extortion of property valued at \$100.00 or more
3.06	Robbery (taking of anything of value from another by use of force or intimidation)
3.07	Burglary of school property (unauthorized entering of the school building or vehicle with the intent to commit theft or damages)
3.08	Burglary or damage of any vehicle; unauthorized entering of any vehicle parked on or near school property with the intent to commit theft or damage
3.09	Possession, use, transmittal, or concealment of Firearms/guns: including pistol, rifle, zip gun, shot gun, loaded or unloaded, BB gun, starter gun, explosive propellant or destructive device whether operable or inoperable.
3.091	Possession, use, transmittal, or concealment of a knife, including but not limited to switch blade, pen knife and similar objects
3.092	(K-5) Possession, use, transmittal or concealment of know but not limited to switch blade, penknife and similar objects. NOTE: The principal may, but shall not be required to recommend expulsion
3.093	Possession, use, transmittal or concealment of other weapons including, but not limited to razor blade, ice pick, dirk or other sharp instruments, brass knuckles, pipe, Chinese star, Billy club, machete, mace, tear gas gun or electric weapons or devices such as stun guns
3.094	Miscellaneous: use of any object or substance to harm, frighten or intimidate others, including but not limited to rocks, pens/laser pens, pencils, toy guns and similar objects
3.10	Participating in or causing a disturbance at school or school-related activities, e.g. riot, group fights, multiple participants
3.10.1	Interference with a school employee's investigation of an incident
Code	Class III Behaviors (MANDATORY RECOMMENDATION FOR EXPULSION)
3.11	Bomb threats/setting off fire alarm
3.12	Rape
3.13	Sexual Harassment as defined by law
3.14	Sexual intercourse on school groups or at school related activities
3.15	Any other offenses which are similar to Class III behaviors

Discipline for Special Education Students

Special education students may be suspended/removed for no more than ten (10) days during the entire school year. Special Education students whose behaviors are not related to their disabling condition will be disciplined according to Class I and Class III behaviors (see above). Students whose behaviors are related to their disabling condition will be disciplined according to Class IV Disciplinary Actions

1. No Manifestation Determination/IEP Reviews for special education students are necessary on the 1st and 2nd suspension. The exceptionality, only, must be indicated on the Official Notice of Disciplinary Action.
2. A Functional Behavioral Analysis must be completed after the 1st suspension. The IEP must be reconvened after the 2nd suspension to ensure that appropriate interventions are in place to remediate any educational/behavioral difficulties.
3. The Manifestation Determination must be made upon the 3rd and subsequent offenses. Documentation of Manifestation Determination Review and the Special Education Section Only must be completed. The Multidisciplinary Evaluation, Individual Education Plan (IEP), Behavior Management Plan (BMP) and other pertinent information must be included as part of the compliant Official Disciplinary Action Packet.

Behaviors Not Related to Disabling Condition/Exceptionality

Special education Students who display behaviors that are Not Related to their disabling condition/exceptionality will be disciplined according to Class II and Class III Behaviors, but the number of days shall not exceed 10 school days in the school year.

1. Suspensions from bus services/denial of bus tokens that result in termination of education programming must be counted as out-of-school suspension unless alternate transportation is provided.
2. All removals/suspensions that extend beyond the end of the school day must be counted as an out-of-school suspension and documented through the completion of the Official Notice of Disciplinary Action.

Behaviors Related to the Student's Disabling Condition/Exceptionality

Special education students whose behaviors are Related to their disabling condition/exceptionality shall n either be suspended nor recommended for expulsion. Special education students with a Related decision through Manifestation Determination Review shall be disciplined according to Class IV Behaviors listed below.



Code	Class IV Behaviors	Suggested Intervention or Disciplinary Action
4.00	Inappropriate behavior <u>related</u> to student's disabling condition	Student-teacher conference Student-teacher-parent conference Administrator-parent-teacher conference Review of IEP/Placement Conference to review new goals and objectives Referral for re-evaluation Referral to SAT Team Disciplinary assignment Conflict Resolution Anger Management Positive Behavior Work Intervention Room Parent Escort Teacher as Advisor Teen Court Positive Behavior Management
4.01	Poses a danger to self/others and the behavior is <u>related</u> to the disabling condition/exceptionality	Emergency 1 to 3 days removal*
4.02	Destruction to property and the behavior is <u>related</u> to the disabling condition/exceptionality	Emergency 1 to 3 days removal*

*Removals are counted as part of the 10 days allowed for suspension for the school year if educational programming is terminated whether the removal is off campus or during an in-school removal.

Bullying Policy & Procedures

Bullying is defined as any overt act by a student or group of students directed against another student with the intent to ridicule, humiliate, mistreat, or intimidate the student, with or without physical contact

The faculty and staff of Audubon Charter School believe that all students have a right to a safe and healthy school environment. We have an obligation to promote mutual respect, tolerance, and acceptance. Bullying infringes on the safety of students and will not be tolerated in the school environment. Our staff and students receive anti-bullying training throughout the school year. We have developed a policy and written procedures for reacting to reports of bullying within the school environment.

Procedures for Addressing Incidents of Bullying:

- I. Investigation by Reporting Staff Member
- II. Completion of Written Documentation
- III. Notification to Parents of Victim(s) and Perpetrator(s)
- IV. Determination of Consequences (Classroom or Administrative Level)
- V. Counseling of Perpetrator to Change Behavior
- VI. Support Counseling for Victim
- VII. Monitor/Track to Prevent Reoccurrence

Procedures for Addressing Reoccurring Incidents of Bullying:

- All of the above procedures and
- I. Completion and Submission of Referral Form to the School Social Worker
 - II. Notification to Parents

LOCKERS

Students are assigned a locker to keep personal property and materials related to school life. Students are responsible for all property in their lockers. All middle-school (6th- 8th) lockers must have a school-issued combination lock. Students are not to share lock combinations with other students. Items not necessary for school or that are illegal to possess are not allowed in school. The school retains joint custody of lockers. Lockers may be searched by school officials at any time without notice. *The school is not responsible for personal property and valuables stolen from lockers.*

CELL PHONE / ELECTRONIC DEVICE POLICY

Students are not allowed to have cell phones on their person during the school day. The school day is defined as when the students arrive on campus and ending at dismissal (3:35 at Broadway and 3:15 at Carrollton). Cell phones should be locked in student's lockers (Middle School students) or turned into the homeroom teacher. All phones should be turned off during the school day.

If a student is found to be in possession of or uses a cell phone, the phone will be taken from the student. Repeated offenses (see below) will result in the student being prohibited from bringing a cell phone to school

In emergency situations, such as an unscheduled school closing before regular dismissal time, the administration will make an announcement for teachers to allow students to use their cell phones and contact their parents.

Using cell phones to take pictures and/or send text messages is not allowed at any time.



During the week of standardized testing and quarterly exams, all cell phones should be submitted to the homeroom teacher at the beginning of the day. The teacher will submit the phones to the school office. Cell phones will be distributed to students at the end of each testing day. Students found in possession of cell phones during testing periods are subject to have their test(s) voided in accordance with district test security policies.

1 st Offense	Cell phone confiscated by teacher and return to student at the end of the day. Discipline referral is sent home.
2 nd Offense	Cell phone confiscated and turned in to the office. Phone will be returned to the parent. Discipline referral is sent home
3 rd Offense	Administrative conference with parent and student. Student is no longer allowed to bring a cell phone to school. Discipline referral is signed by the student, parents, and administrator.
4 th Offense	One Day Out-of- School Suspension
5 th Offense	Two Day Out-of-School Suspension
6 th Offense	Recommendation of Expulsion

ACADEMIC DISHONESTY POLICY

All forms of academic dishonesty are forbidden and will result in a disciplinary action.

What Is Academic Dishonesty?

Audubon Charter School values academic integrity very highly. We do not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhance a grade on assignments or grades. The following is a list of behaviors that constitute academic dishonesty. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a staff member before engaging in the activity.

Academic dishonesty includes, but is not limited to

1. Cheating on quizzes, tests, and exams
2. Copying information from others
3. Having or using notes, formulas or other information in a programmable calculator or other electronic device without precise teacher review and permission
4. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information
5. Taking an exam for another student, or permitting someone else to take a test for you
6. Asking another to give you improper assistance, including offering money or other benefits
7. Providing or receiving information about any parts of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information)
8. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not authorized by the teacher
9. Altering a grade on a quiz, test, and exam and resubmitting it for a better grade.
10. Working together on a take-home exam, unless specifically authorized by the teacher.
11. Gaining or providing unauthorized access to examination materials.
12. Downloading information from the internet and presenting the work product as your own.

Note: Simply having possession during a quiz, test, and exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Plagiarism

1. Giving or getting improper assistance on an assignment meant to be individual work. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - o Using the services of a commercial term paper company
 - o Using the services of another student
 - o Copying part or all of another person's paper and submitting it as your own for an assignment.
2. Acting as a provider of paper(s) for a student or students
3. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism)
4. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography
5. Making up data for an experiment
6. Citing nonexistent sources (articles, books, etc.)
7. Downloading information from the internet and presenting the work product as your own



Other

1. Misrepresenting your academic accomplishments, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
3. Failing to promptly stop work on an exam when the time allocated has elapsed.
4. Forging a signature.

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

First Offense

1. Written Discipline Referral to an Administrator
2. Parent notification/Verbal Warning
3. "F" grade or zero credit for the test or assignment
4. Cheating policy is reviewed by student and administrator.

Second Offense

1. Written Discipline Referral to an Administrator
2. Parent notification and conference
3. "F" grade or zero credit for the test or assignment
4. Student is suspended for one school day

Third Offense

1. Written Discipline Referral to an Administrator
2. Parent notification and conference
3. "F" grade or zero credit for the test or assignment
4. Two Days suspension from school and parent conference.
5. A notice of chronic cheating will be placed in the student's cumulative file and discipline record

Suspension and Expulsion Appeals Process

Parents or legal guardians have the right to appeal a suspension or expulsion. The appeal must be submitted in writing to the Principal within five days after the beginning of the suspension/expulsion. The Principal will assess the merits of the case in a conference that may include the teacher, parent/guardian/child and any other school personnel involved in the incident that caused the suspension. All participants will be notified in writing of the conference.

A second written appeal may be submitted to the Accountability Committee of the FAME, Inc Board of Directors within five calendar days (including Saturday and Sunday) after the hearing is conducted. The Board of Directors will review the written appeal at their next meeting and make a recommendation to the Board of Directors. The decision of the Board of Directors will be final.

Dress Code

Audubon Charter School, in keeping with its mission of encouraging student individuality and expression, enforces a dress code policy but not a standard school uniform. Students are allowed to convey personal styles as long as the educational process is not disrupted and the criteria of the dress code are met.

ACS students are expected to dress in a manner that reflects the seriousness and purpose of the school setting. Students should take pride in their appearance and dress appropriately for school. Therefore, Audubon Charter School encourages reasonable standards of dress and personal grooming habits. Students may not wear any style or type of clothing that distracts or endangers the health, safety, or welfare of the school community.

Students are expected to adhere to the dress code at any time they are on school grounds or at any school function. Audubon School administrators and staff ask parents to support all decisions by school staff regarding whether or not clothing is appropriate or inappropriate for school. If a student violates the dress code, he or she will be sent to the office and his or her parents will be contacted. The parent or guardian must then obtain replacement attire. Students who repeatedly violate the dress code policy will receive a letter indicating consistent disregard of dress code policy with specific consequences. If further violations occur, disciplinary action will be taken.



Dress Code Criteria:

The following have proven to be disruptive to the educational process and should not be worn:

Clothing

- Students should not wear suggestive or revealing attire that diverts attention from the learning process.
- Clothing with words, phrases, symbols, pictures, or signs which use indecent, profane, swear or suggestive words is not permitted.
- Clothing which depicts violent, alcohol or drug related messages is not to be worn.
- Tank shirts, shirts with spaghetti straps and undershirts as outer garments are not acceptable.
- Primary students (PreK-3) may wear shorts; all other students may wear knee-length shorts.
- Shirts or blouses tied at the midriff, clothing not properly fastened, or any item of clothing with a bare midriff is not to be worn.
- Shirts must be no longer than hip length.
- Skirts and dresses no shorter than six inches above the knee may be worn.
- Pants worn below the waist are not permitted.
- Undergarments must not be visible.

Headwear

- Caps and hats are not to be worn in the school building.
- Bandanas and head scarves are not to be worn in the school building.
- No head covering is allowed unless it is due to religious or weather purposes.
- Students are prohibited from wearing hair curlers or other hair grooming aids or implements.

Shoes

- Open-toe shoes are discouraged. Sandals and clogs must have an ankle strap. Flip flops, shower thongs, and slippers are strictly prohibited.

Accessories

- Accessories with words, phrases, symbols, pictures, or signs which use indecent, profane, swear or suggestive words are not permitted.
- Accessories that are alcohol or drug related are not to be worn.
- Students are not to wear sunglasses in the school building unless a doctor's permit is on file in the office.
- Ornate and/or expensive jewelry is not to be worn by students as such items place students in danger of being injured, assaulted or robbed.
- Girls are only allowed to wear earrings that are small in diameter (no larger than a quarter) and they must be worn in the lower ear lobe. Boys cannot wear earrings to school and will not be allowed to keep alternative objects in their ears.
- Students may not wear watches with sound effects or games.

Grooming

- Parents should encourage students to maintain proper hygiene and appropriate dress (combing hair, brushing teeth, wearing deodorant, taking a bath, and clean clothing) daily.
- Hair styles and colors that call attention and disrupt the educational process are not permitted.
- Girls are not allowed to wear false nails.

****School administrators will make the final determination on the inappropriateness of a student's clothing.***



GENERAL INFORMATION & POLICIES



Attendance

Regular and timely attendance is essential for a successful year. Attendance is taken by classroom teachers every morning in their homerooms. We strongly encourage that all absences be kept a minimum since they are a disruption to the routine and a loss of instructional time. We know that any absence will create some difficulties because of missed work and instructional time. If you anticipate any planned absences, please contact your child's teacher in advance to obtain assignments and to discuss what your child will miss. Please read the Sick Policy regarding absences due to illnesses and the Make-Up Work Policy regarding your child's responsibility for work while missing school.

If a student is absent or tardy **five (5)** days in one month, the Social Worker will contact you to discuss the effect these missed days are having on your child's educational experience. As stated in Bulletin 741 (Louisiana Department of Education) a student must attend a minimum of **167** days in a school year or repeat the grade the following year.

Types of Absences (Source:BESE Bulletin 741)

A. The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and suspensions.

B. Excused absences are absences of two or fewer consecutive school days incurred due to personal illness or serious illness in the family. If the student is absent for three or more consecutive days or for other types of absences in which a student would be allowed to receive grades.

C. Students shall not be excused for any absences other than those listed in **B**, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

D. Unexcused Absence—any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions (defined below), including but not limited to, out of school suspensions and absences due to any job (including agriculture and domestic services, even in their own homes or for their own parents or tutors) unless it is part of an approved instructional program.

E. Students absent from school as a result of any suspension shall be counted as absent, shall be given failing grades for those days suspended, and shall not be given an opportunity to make up work.

-Tardy shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

-The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance. Students shall be temporarily excused from the attendance regulation for the following reasons:

1. extended personal physical or emotional illness in which a student is absent for three or more consecutive school days as verified by a physician or nurse practitioner licensed in the state;

2. extended hospital stay in which a student is absent for three or more consecutive school days as verified by a physician or dentist;

3. extended recuperation from an accident in which a student is absent for three or more consecutive school days as verified by a physician, dentist, or nurse practitioner licensed in the state;

4. extended contagious disease within a family in which a student is absent for three or more consecutive school days as verified by a physician or dentist licensed in the state; or

5. observance of special and recognized holidays of the student's own faith.

-For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the LEA.

-The only other exception to the attendance regulations shall be absences that are verified by the principal or his/her designee as stated below:

1. prior school system approved travel for education;

2. death in the family (not to exceed one week); or

3. natural catastrophe and/or disaster.

-Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete makeup work or pass the course.

-Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

****In accordance with State Law, any student with five unexcused absences will be reported as Truant.***



Punctuality

Punctuality is essential to your child's success in the classroom. In addition, tardiness and early pick-up disrupts the classroom and affects all members of the class. All students who arrive at the Broadway Campus after 8:20 a.m. or the Carrollton Campus after 8:00 a.m. are tardy. Tardy students must report to the office to receive a tardy slip before being admitted to class.

Frequent tardiness for students will not be tolerated. Parents of students who are repeatedly tardy will be contacted by the school social worker to discuss the effect this is having on your child's educational experience. ***Students who are tardy 5 or more days in one month will be reported as truant.***

Early Dismissal

If a student needs to be picked up early, a parent must send a written note with the child that morning. A parent, or person listed on the emergency form must come to the office to sign the student out. Students will not be allowed to wait outside or downstairs for parents.

Arrival and Dismissal Procedures

Broadway Campus

Montessori Classes Pre-Kdg. - 3rd Grades and French Classes Pre-Kdg. 2nd Grades will be located at our Broadway Campus. Supervision is provided when our gates open at 8:10 a.m. Our official school day is from 8:20 a.m. to 3:35 p.m. Please note, there is NO SUPERVISION before 8:10 a.m., therefore students who are not in Charter Care are not allowed on the school grounds prior to 8:10 a.m. **Students who are dropped off before 8:10 and are NOT enrolled in Charter Care, are not the responsibility of the school.** Charter Care begins at 7:00 a.m.

Montessori Pre-Kdg. and Kindergarten students may enter the building using the Pine St. student entrance and move directly into the cafeteria. Parents must pick up their students from the classrooms unless they are enrolled in Charter Care, participate in Arts Reach or directed otherwise by the classroom teacher..

French Kdg. through 2nd grade students and Montessori K/1 students are to line up on the Hurst St. yard. Students will be dismissed from the Hurst St. yard unless they are in Charter Care or participate in Arts Reach. Montessori 1st through 3rd grade students are to line up on the Garfield St. yard. Students in these classes are dismissed from the Garfield St. yard unless they are enrolled in Charter Care or participate in Arts Reach.

Note: The Pine St. service entrance (cafeteria service area) is not to be used by students. This is a liability issue. This entrance is used for food service vendors, deliveries and administrative staff parking.

Carrollton Campus

The school day at Carrollton begins at 8:00 a.m. and ends at 3:15 p.m. Supervision is provided beginning at 7:50 a.m. Students enrolled in Charter Care should report directly to the cafeteria at the Hampson Street entrance. Charter Care begins at 7:00 a.m. Students who are not enrolled in charter care are not allowed on the yard OR in the building before 7:50 a.m. **Students who are dropped off early are not the responsibility of the school.**

Students should report directly to Charter Care, Arts Reach, Athletics or Tutoring at dismissal. Students not in any official after school activities must leave campus immediately after dismissal.

All 6th, 7th, and 8th grade students will line up outside the Hampson St. gate and may enter the building at 7:50 a.m. All 3rd through 5th grade students will enter on Maple St. and proceed directly to the blacktop area at the rear of the building. ***Any student found unsupervised on campus (inside the school gates) before 7:50 a.m. or after 3:25 p.m. will be subject to disciplinary action, including detention, in-school suspension or out-of-school suspension.***

Traffic Safety

- During arrival and dismissal procedures, we ask that parents adhere to the 20mph speed limit for school zones.
- We also ask that parents are mindful of our neighbors and do not block anyone's driveway (the law requires 5 feet from the driveway) - even if it is only for 5 minutes.
- Broadway Campus: all vehicles should travel one-way around the Broadway campus in a clockwise direction from Broadway.
- Carrollton Campus: **DO NOT** use the Short Street entrance as this the delivery entrance before school and the play yard during the school day.
- Do not park in the Freight Zone or delivery gates at either location. Tickets are issued daily to cars parked in the Freight Zones. In addition, cars parked in the freight zone have been damaged by delivery vehicles in the past.
- Obey all traffic crossing guards. Emphasize to your child the importance of following the directions of the crossing guards.



- Make sure your vehicle is completely stopped and in park before your child enters or exits the vehicle. There may be teachers at the Garfield Street entrance and the Hurst Street entrance to open car doors for students during arrival and dismissal. This is a NEW arrival process, and one that we hope will ensure a quick and smooth traffic flow.

Communication

- **Phone System/Voice Mail/Messages**
During normal office hours (7:30 a.m. - 3:45 p.m.)Carrollton Campus and (7:50 a.m. - 4:05 p.m.)Broadway Campus, every effort is made for a staff member to answer any calls. If during this time you reach the school's answering system, please leave a message and be assured that it will be retrieved and dealt with in a timely fashion.

In order to diminish interruptions of classroom learning, we have a message system in place. If you need to speak with a teacher, you will be asked to leave a message in the office or on the teacher's voice mail. Faculty and staff periodically check their voice during the day and return phone calls as soon as time allows. If you need to leave a message for a student, we ask that you contact the office and we will relay important messages to the student. If it is an emergency, please let the staff know so the message can be handled accordingly.

Students who need to make a necessary call (i.e. after school events are cancelled, forgotten lunch, etc.) must ask permission from the classroom teacher to go to the office and place the call. The student must inform the office staff about the reason for the call. Students are never allowed to use phones other than in the office. If you need to leave a message after normal business hours, the school has a voice mail system in place. Please follow the directions given.

- **Website**
The school's website address is: www.auduboncharter.com. This site provides general information about the school, curriculum, faculty and admissions. It also serves as a place to post the calendar, our weekly newsletter (the *Rarebird*), lunch menus and homework. We encourage you to visit our site on a regular basis.
- **Newsletter**
The *Rarebird* is the school's newsletter, is posted on the school's website every Thursday. Parents can pick up a hard-copy in the office or after-care if you do not have access to a computer.. We request that you make a special effort to read and be familiar with this informative newsletter. If you wish to put an announcement of school-wide interest in the *Rarebird*, you should contact the *Rarebird* editors @ rarebirdnewsletter@yahoo.com by Monday, 12:00 noon of the week you wish it to be published. The editor can be reached by e-mail link on the web site, or you can leave a note in the *Rarebird* mailbox at either campus.
- **E-mail**
E-mail is available to all faculty and staff. Most faculty can be contacted by using the faculty members FirstName_LastName@auduboncharter.com or by clicking on the link from the school's web site. Please allow two days for a response, as teachers may not have time during the school day to respond to all e-mails.

All parents are requested to give the school an e-mail address on your child's enrollment form. The e-mail address will be used as further means of communication. Students do not have access to a school e-mail address at this time.

- **Communication with Teachers**
If you need to speak with your child's teacher, there are several ways you can communicate the message. You can send a note to the teacher with your child. You can send an e-mail to your child's teacher through a link on the school's official web site at www.auduboncharter.com. If you need to speak with your child's teacher in person, please request an appointment to meet with the teacher. Parents are not allowed in the classroom to meet with teachers during instruction time.

Doctor's Appointments

Parents are asked to schedule all appointments after school hours. If students must be absent during school hours to attend an appointment, a written statement from the doctor is required for the absence to be excused.

School Nurse and Medication

Audubon Charter School has a full time nurse at Broadway Campus and a part-time nurse at the Carrollton Campus. They are available to assist students with injuries and illness. If at any time the school nurse restricts a student from entering school due to a contagious illness or needing updated immunizations, the student must bring a doctor's written statement for re-admittance to school. Similarly, any illness resulting in an absence of five or more days requires a doctor's written statement for re-admittance.

All students who are taking prescribed medication during the school day must have certain information on file in the office and with the school nurse. There is a form for dispensing medication that parents and the student's physician must complete, sign and return to the school before any prescribed medication may be administered to a student. The parent must appear in person to submit the prescribed medication to the nurse or the office.

Illness

In order to maintain a healthy learning environment, if a child becomes ill with fever, vomiting or diarrhea he/she must be picked up from school immediately after parent(s) are notified. Students will not be allowed to return to school until they are



free of fever, vomiting or diarrhea for 24 hours without medication, unless they are given a written doctor's approval to return to school. If your child does contract a contagious illness, please inform the School Nurse or the Office.

Lice Policy

If we are notified of or detect cases of lice, parents are informed. All parents are requested to examine their children for indications of infestation. Head scratching and intense itching of the scalp are the main indications of head lice, and their presence can be confirmed by a close visual inspection of the hair and scalp under a good light and magnifying glass. Look for tiny grayish crawling forms and/or tiny whitish oval eggs adhering to the hair shafts.

Head lice are generally transmitted from one person to another by direct personal contact and by sharing items such as combs and brushes, hats, scarves and coats. They do not normally spread disease, but they can spread rapidly throughout a community if preventative measures are not taken as soon as the lice or their eggs have been detected. Therefore, if a case is detected at school, we request that they child and any personal items that may spread lice, leave the school and not return until proper procedures of hair and environment are implemented. **YOUR CHILD MUST BE LICE AND NIT FREE BEFORE RETURNING TO SCHOOL.**

Miscellaneous Information

- **Lost and Found**

We do maintain a Lost and Found for lost clothing, lunch boxes and books. Because the lost and found accumulates items faster than they are claimed, we must periodically remove the excess and donate it to charity. Items are, however, held for a minimum of one (1) month. Please check the Lost and Found periodically and do make a point of labeling clothing, especially outer garments. Valuable items such as watches, jewelry and money are brought to the office when found. ***PLEASE WRITE YOUR CHILD'S NAME IN ALL CLOTHING, OUTWARE, COATS, SWEATERS AND JACKETS.***

- **Toys/Electronic Devices**

We do not allow any toys, games or non-academic electronic devices (i.e. Gameboy., MP3 players, laser pointers) to be brought to school. If your child wants to bring an item of interest that is related to a class assignment, he/she must first check with the teacher. Even with approval, the school cannot accept responsibility should the item become lost or broken. Please consider this carefully before allowing your child to bring anything that would be missed by him/her. Toy guns, knives, etc. are **never** allowed at school.

- **Treats**

Birthday treats may be brought to school for the whole class to enjoy. Please arrange this in advance with your child's teacher.

- **Invitations**

Invitations can only be delivered at school if every member of the class is included. Likewise, students should not discuss parties to which some members of the class may not have been invited. As teachers, we are constantly reminded of how a positive self-concept boosts academic achievement, and for that reason, we urge families to include everyone when possible.

- **Student Sales**

Students are not allowed to conduct sales on or near the campus without the approval of the principal or assistant principal. Students are never allowed to conduct sales for personal profit.

- **Gum and Candy**

Gum chewing is never permitted on campus or at any school function. Likewise, children may not eat candy in the classroom without permission of the teacher.

- **Valuables**

Students are discouraged from bringing large sums of money and/or valuables to school or on school trips.

Parental Involvement

Established in 1981, as a vision of the founding teachers, Audubon School has embraced the supportive partnership of the Parent community. Since then, parents have been actively involved in the governance and administration of the school through the PTO. Under the current Charter, parents will continue to be involved in the school through the PTO, as well as through two elected Parent Representatives on the FAME, Inc. Board of Directors - one Montessori Representative and one French Representative.

Friends of Audubon PTO

The PTO is a volunteer organization that holds several social and fundraising events each year. In recent years, our fundraisers have included a gift-wrap sale, book fair, Spring Fest and school pictures. While all are important as fundraisers, they are also valued opportunities to each other in social settings.

Our PTO also functions as a school service organization by hosting faculty back to school lunch, teacher appreciation, providing funding to teachers for classroom materials, organizing room parents, etc. The PTO holds monthly meetings in the school cafeteria. The meeting schedule is located on the school's web site at www.auduboncharter.com or posted on the school bulletin board outside the office. Elections for the PTO are held at the May meeting each year.



Homeroom Parents

Homeroom parents are organized through the PTO. They help to organize class parties, field trips, volunteers for Spring Fest and other school-related activities. Homeroom parents are given guidelines from the Parents group and homeroom teachers.

Ad Hoc Groups

It is recognized that at different occasions, parents may have the desire to form an auxiliary “needs specific” group. These groups, while welcome to provide assistance to the school, must be approved by the Administration AND the PTO Board of Directors.

Family Volunteer Hours

Our school’s success depends not only on the faculty & staff, but also relies heavily on volunteers. Each Audubon Family is expected to complete 25 hours of volunteer service during the school year. These service hours can be completed in many different ways. Parent and community volunteers assist with various clubs, teams, fundraising efforts, classroom assistance and other projects. Every day, volunteers provide assistance in the classrooms by reading & making materials, working in the library, assisting with gardening, moving furniture, setting up classrooms, etc. All volunteers must pass a background check in order to volunteer at school. Please ask for a volunteer card in the school office at both campuses when you report so that your hours can be tracked.

Security and Safety

All parents and visitors must sign in at the office and obtain a visitor’s pass. An “access control system” has been installed at both campuses. Access will be granted by use of a buzzer directly to the office.

In case of emergency or in response to a Fire Department order, it may be necessary to evacuate the buildings. Evacuation procedures are explained to students at the beginning of each school year. Rules of behavior during these important drills are emphasized to insure audible communication of directions and orderly exit. During any drill, every individual on the school campus is required to evacuate the buildings. Fire drill rules and routes are posted in every classroom.

Crisis Plan

The school maintains a written crisis plan for emergencies. The plan is administered by a Crisis Team that includes the Principal, Assistant Principal and Administrative staff. This team oversees access control, medical emergencies, interior and exterior threats or danger, inclement weather and fire alarms. The crisis plan is thoroughly reviewed by the faculty and placed appropriately in each classroom. In case of an emergency, you will be given a message through ConnectED (a parental phone broadcast notification service). Room parents may be called upon to assist in making emergency phone calls.

Student Life

School Lunches

The lunch program features well-balanced meals prepared by a trained dietitian and staff. Students are issued applications at the beginning of each school year for parents/guardians to complete in order to obtain free or reduced-priced lunch. Parents will be notified if their child is eligible to receive free or reduced-priced lunches.

Children who wish to purchase hot lunches must bring lunch money in an envelope with the name, ID number and the amount of money on the outside. Parents may pay monthly by check made payable to Audubon Charter School. All students will be assigned a student ID number, which they should give the cafeteria manager when they collect their lunch. Checks may not be accepted during the last month of school. Parents may also pay lunch fees online.

White or chocolate low fat or white milk varieties are available for purchase by all students. Students who bring their lunch may purchase milk from the cafeteria for a nominal cost. School lunch prices are sent home at the beginning of the school year and are also available on the school’s website (School Lunch link).

Please NOTE, parents are responsible for reading the lunch menu to monitor foods that may cause an allergic reaction. This information is on file at the school, however menus are available in the cafeteria as well as on the school’s website.

Supplies, Textbooks

At the beginning of each school year, students are provided with a list of required school supplies by grade and teacher. Students should come to school with the required supplies at the beginning of the year. In addition to the supplies, parents will be assessed a fee for consumable materials that are needed as a part of the school curriculum. A list of the items that are provided for this fee will be sent home at the beginning of the school year.

All students receive textbooks from their teachers at the beginning of school. Students are asked to cover their textbooks and to keep them in good condition. A fee will be assessed to parents of students who damage or lose textbooks. All fees must be paid prior to the last week of school.

Outstanding Fees

Students who owe fees for lost or damaged textbooks, overdue or lost library books, lost or damaged school-issued locks, school property or lunch money must pay all fees prior to the last week of school. Final report cards and transcripts will not be released unless all outstanding fees have been paid.



Arts Reach

Arts Reach is an after school enrichment program offered at both campuses. A variety of classes are available in music, art, computer, dance, sports and homework help. A schedule of activities and fees will be sent home each semester. Students in grades K-8th are enrolled on a first come, first serve basis.

Athletic Program

Audubon Charter School is a member of the Metro League Sports Association. In an effort to ensure the success of the program the following guidelines will be implemented during the school year.

All students in grades 4th - 8th are invited to participate in the athletic program. We believe that the mental, physical, and emotional growth of a student can be greatly enhanced by participating in a well-organized sports program.

We are counting on the support of parents of the students involved in the program. Parents should reinforce that academic responsibilities are a priority and each student must learn to manage his/her time, energy, and talents in such a way as to excel in the classroom as well as in athletics.

Participation in athletics is a privilege earned by meeting the rules and standards of the Metro League and Audubon Charter School.

ACADEMIC ELIGIBILITY

A student-athlete must maintain a (C) average in all subjects enrolled and must have no failing grades (F). A student athlete who falls below a (C) average or receives a failing grade (F), is placed on probationary status for the following quarter of the school year. The student athlete may participate in practices, but are not allowed to play in games while on probation. Student athletes who have less than a (C) average and/or receive one failing grade (F) for two successive quarters are ineligible to participate in the athletic program until they raise the grade(s) during the next quarter.

BEHAVIOR ELIGIBILITY

Students shall not be eligible to participate as athletes who at any time, in or out of school: do not represent our school in a becoming manner, or exhibit habits, conduct, or character which discredits our school; as determined by the athletic director, coach, and/or school administrator.

Students who are suspended from school due to a level I or II offense as outlined in our discipline policy will be placed on probation and not allowed to participate in any practices and/or games during the suspension. Students who are suspended for a level III offense will become ineligible to participate in the program for a period of three weeks after the suspension is served. Students who receive a second suspension within a period of two quarters or less will automatically be suspended from the program for the remainder of the school year.

ATTENDANCE ELIGIBILITY

Student athletes are expected to make school attendance a priority. Students with excessive tardies to school or class may be suspended from a team or placed on probation.

PHYSICAL EXAMINATIONS

Students desiring to participate in the athlete program must undergo a physical examination performed by a licensed medical doctor (M.D.) prior to the first practice tryout of any sport.

INSURANCE

The athletic director, school administrators, and coaches are safety conscious and are trained to instruct athletes in the safe and proper techniques of their individual sports. Due to the nature of athletic activity, however, injuries may occur. While the school provides the opportunity for such participation, the parent retains the right of denial of such participation and must carry the responsibility for providing medical care and insurance coverage for their son or daughter. Parents are encouraged to have an insurance policy to cover athletic injuries and the cost of treatment.

****Please refer to the athletic program handbook for more specific information.***



TECHNOLOGY USAGE GUIDELINES AND AGREEMENT FOR STUDENTS, FACULTY & STAFF

Access to Audubon's computers, the network and all its related equipment is a privilege. With that privilege comes responsibility. Students will follow the guidelines below and understand that any violation may result in the loss of access to the computers at Audubon as well as other disciplinary or legal action.

INTERNET AND NETWORK - TERMS AND CONDITIONS

1. **Acceptable Use** - the purpose of the use of the Internet is to support research and education in and among academic institutions in the United States by providing access to resources and the opportunity for collaborative work. The use of your account must be in support of education and research consistent with the educational objectives of Audubon Charter School. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.
2. **Privileges** - The use of the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each student with access to the computers and/or the internet will be a part of a discussion with a faculty member pertaining to the proper use of the network. The system administrators will deem what is appropriate use and their decision is final.
3. **Network Etiquette** - Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Be polite. Do not get abusive in your message to others.
 - b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
 - c. Do not reveal your personal address, phone number, birth date, or their personal information - nor those of other students or colleagues.
 - d. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users.
 - f. All communications and information accessible via the network should be assumed to be private property.
4. **Warranties** - Audubon Charter School makes no warranties of any kind, whether expressed or implied, for the service it is providing. Audubon Charter School will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by it's own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Audubon Charter School specifically denies any responsibility for the accuracy or quality of information obtained through its services.
5. **Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
6. **Vandalism** - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

COMPUTERS AND SOFTWARE

1. **Computer Centers** - Facilities and classrooms where computers are located are meant to be areas of learning. Please be considerate of others who are using the computers for work. Students must obtain permission to use computers or technological device from faculty members or teachers prior to beginning activity.
2. **Vandalism** - The implementation and upgrading of technology is a costly endeavor. Food & drink are not to be taken to areas in which the computers are located. Students are not to tamper or be destructive with computers and other hardware or software.
3. **Computer Use** - Computer use may need to be assigned on a priority basis depending upon the number of computers available at any one time. A student or faculty member working on a class assignment will have priority over leisure users.
4. **Improper Use of Hardware or Software** - Students or faculty using hardware or software inappropriately leading to damage of the hardware or software will be charged for the damages or placement of the hardware or software. Taking diskettes CD's or Jump drives that belong to Audubon Charter School, or to a student or faculty member without permission of the owner is stealing. Stealing will be dealt with as outlined in the Code of Conduct.
5. **Copyright Laws** - Students and faculty are expected to comply with copyright laws in the use of software, including loading and using software without proper licensing. Improper use of distribution of information is prohibited. The use of another person's work without proper reference or permission, is considered plagiarism and will be subject to disciplinary action.





Orleans Parish School Board

Acceptable Use Policy - Students

Introduction

The Orleans Parish School Board provides its students the privilege of accessing the Internet over the district's computer network. The computer network is intended to promote educational excellence and to locally and globally share educational resources. Students will access and transmit information over the Internet or network for educational purposes. It is the intent of the Orleans Parish School Board to:

- a) prevent the transmission of or access to inappropriate material by means of Internet, electronic mail, or other forms of electronic communications;
- b) prevent unauthorized and malicious attempts to access valuable network resources;
- c) prevent unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
- d) abide by the rules established in the [Children's Internet Protection Act](#).

I. Access to Inappropriate Material

The Orleans Parish School Board shall use technology protection measures (or "Internet filters") to prevent access to inappropriate material. The technology protection measures shall be applied to avoid visual depictions of material deemed obscene or pornographic, or any material deemed harmful to minors.

Authorized personnel may disable or minimize technology protection measures for bona fide research or other lawful purposes.

II. Student Behavior

While using the computer network, students:

1. **SHOULD NOT** give out names, phone numbers, addresses or any personal information about themselves or others.
2. **SHOULD NOT** engage in activities that initiate or participate in any activities that are prohibited by local, state or federal laws.
3. **SHOULD NOT** use the Internet to send or receive messages that discriminate against others.
4. **SHOULD NOT** use abusive language or profanity over the Internet.
5. **SHOULD** always be polite and respectful of others.
6. **SHOULD** communicate with caution. Keep in mind:



- privacy cannot be guaranteed in a network environment.
- you cannot see the person with whom you are communicating.
- you cannot tell the age or the sex of the person with whom you are communicating.
- you cannot always be sure you are being told the truth
- you should think carefully about what you say and how you say it.

7. **SHOULD** report any problems to their teacher.

Orleans Parish School Board's Acceptable Use Policy

III. Inappropriate Network Usage

Accessing the Internet through the Orleans Parish School Board's network is a privilege, not a right, and inappropriate network usage will result in disciplinary actions. The Orleans Parish School Board shall take actions to uphold the safety and security of users on the Orleans Parish School Board's network.

Any student can be found in violation of acceptable network usage if he or she:

1. uses the Internet or network for illegal, inappropriate, or obscene purposes, or supports such activities. Illegal activities shall be defined as those which violate local, state, and/or federal laws.
2. violates copyrights, license agreements or other contracts.
3. intentionally disrupts information network traffic or crashes the network and connected systems.
4. uses Orleans Parish School Board's Internet or network for commercial or financial gain, fraud, political campaigning or solicitation.
5. steals or damages data, equipment, or intellectual property.
6. gains or seeks to gain unauthorized access to the network system.
7. forges electronic mail messages or posts anonymous messages.
8. uses an account owned by another user or invades the privacy of individuals.
9. changes or deletes another user's account information.
10. discloses personal information about anyone.





Consequences of network use violations include but are not limited to:

1. Suspension or revocation of network privileges;
 - a. First offense
 - i. Counseling with teacher and parent
 - ii. Three day loss of network privilege
 - b. Second offense
 - i. Counseling with teacher, parent, and site leadership
 - ii. Loss of network privileges for balance of school year
2. Suspension or revocation of computer access;
3. School suspension or expulsion;
4. Legal action and prosecution by the authorities.

IV. Legal Issues

- **Copyright/Trademark** - According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find on the network as long as you do so only for scholarly purposes.
- **Plagiarism** - Plagiarism is "taking ideas or writings from another person and offering them as your own." Credit should always be given to the person who created the article or the idea. The student who leads readers to believe that what they are reading is the student's original work when it is not is guilty of plagiarism.

The Law – Students are advised that they are subject to all federal, state, and local laws if they access the computer network for inappropriate or illegal purposes. (See section III of this **policy** for inappropriate network usage violations).

V. Recourses

Anyone accused of any of the violations has all of the rights that would normally apply if such person were accused of school vandalism or any other illegal activity.



Orleans Parish School Board

Acceptable Use Policy - Students ***Consent and Waiver Form***

My parents and I have read the Orleans Parish School Board's Acceptable Use Policy. By signing the Acceptable Use Policy Consent and Waiver Form, I agree to abide by the rules stated in this policy. I understand that the use of the Internet or network is a privilege and if found in violation of any of the rules stated in this policy, I will be subject to any of the disciplinary actions listed in Section III of this policy. I understand that the Orleans Parish School Board will, to the fullest extent, try to block or filter harmful information from being accessed over the network, but is not responsible for any inappropriate content accessed while using the network.

Student Name: _____
(Print)

Student Signature: _____

School: **Audubon Charter School** Grade: _____

Parent/Guardian Name: _____
(Print)

Parent/Guardian Signature: _____

****Please sign and return to your child's homeroom teacher.***



Audubon Charter School

Main Campus
428 Broadway St. New Orleans, La 70118
Phone: (504) 862-5135 Fax: (504) 866-1691



Carrollton Campus
719 S. Carrollton Ave., New Orleans, La 70118
Phone: (504) 324-7110 Fax: (504) 304-6383
Loetitia S. Ducos, Directrice l'École Franco Américaine
Ellen Selvidge, Montessori Director

Janice A. Dupuy, Principal
Dawn Collins, Assistant Principal

2010-2011 Student/Parent/School Compact

We know that learning can take place only when there is a combination of effort, interest, and motivation. Working together we can best form the partnership for academic growth. This compact is an agreement to work in partnership. We believe this compact will be fulfilled by our team effort. Together, we will ensure the successful attainment of our mutual goal.

As a student I will:

- Complete all assignments on time
- Respect myself and others as well as my school environment
- Follow direction from all school personnel as they are given, to promote safety and learning
- Come to school prepared and equipped to learn with a positive attitude and all supplies requested by the teachers
- Remain silent when walking in line (hallway, cafeteria, fire drills)
- Walk inside the building (going up/down stairs)
- Keep hands to myself
- Give my best effort

Student's Signature: _____

As a teacher I will:

- Follow the French/ Montessori curriculum
- Provide high quality instruction
- Explain expectations, instructional goals and assessment systems to students and parents
- Explain expectations and rules to students and parents
- Communicate and cooperate with each parent to ensure the best education possible
- Implement techniques and materials that work best for each child
- Participate in ongoing professional development
- Attend school events
- Provide volunteer opportunities for parents

Teacher's Signature: _____

As a parent/guardian/advocate I will:

- Show an active interest in my child's school work and progress
- Complete a minimum of 25 hours of volunteer service each school year
- Communicate regularly with the school
- Help my child be neat, appropriately dressed and prepared for school
- Ensure that my child attends school regularly and on time
- Promptly report my child's absence or late arrival
- Become familiar with the Code of Conduct, non-negotiable rules and other school rules
- Encourage and assist my child in following the rules of behavior
- Assist school staff in dealing with disciplinary issues
- Ensure that my child has the required homework assignments

Parent's Signature: _____

As a Principal / Assistant Principal, I pledge to:

- Monitor the delivery of a high quality, well-articulated French/Montessori curriculum
- Provide a learning environment that is nurturing, mutually respectful, and includes appropriate materials/resources
- To provide for high-quality professional development
- Keep parent/guardian and student informed of academic achievement
- Support the partnership between parents, students, staff, and communities

Principal's Signature: _____

Assistant's Principal's Signature: _____

***Please sign and return to your child's homeroom teacher.**



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Loetitia S. Ducos, Directrice L'école Française
Ellen Selvidge, Montessori Coordinator

2010-2011 School Year Parent/Student Receipt and Acceptance of Responsibility

Student Name (Print): _____

Grade: _____ Teacher: _____ Room: _____

I have read (or it has been read and explained to me) the 2010-2011 Parent/Student Handbook. I understand and accept the expectations and guidelines set forth in the Handbook. I will honor the Code of Conduct and my responsibilities as a student of Audubon Charter School.

Student Signature: _____ Date: _____

I have read the 2010-2011 Parent/Student Handbook. I understand and accept the expectations and guidelines set forth in the Handbook. I will work to ensure that my child honors the Code of Conduct as well as his/her responsibilities as a student of Audubon Charter School.

Parent Signature: _____ Date: _____

"...you yourselves must be filled with wonder and when you have acquired that, you are acquired."
Montessori, *Her Life and Work*:: The Penguin Group, 1987

****Please sign and return to your child's homeroom teacher.***

